**Lesson Plan Title: Mammals Research**

**Concept/Topic to Teach: Research/Mammals**

**Standards Addressed:** Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. [W.6.7]

**Specific Objectives:** The students will be able to research a mammal using a kid-friendly search engine and summarize and record the information found.

**Required Materials:** New True Squirrels book, smart board, computers in lab, and research sheet

**Anticipatory Set (Lead-In):** I will read and discuss the story New True Squirrels to the students. I will go over the different information about the squirrels (characteristics, habitat, etc.). I will tell the students that since they know how to use the search engines, they will research the mammal that they were given the day before.

**Step-By-Step Procedures for Teaching the Lesson:** I will use my smart board and projector; I will remind the students how to use the three kid-friendly websites they will use: [www.infoplease.com](http://www.infoplease.com), [www.kidsclick.org/](http://www.kidsclick.org/), <http://cybersleuth-kids.com/>. I will show them the research sheet they will use to record their information. I will use the information from one of the search engines to record the information on to a sample research sheet. The sheet includes the following sections: physical characteristics, habitat, diet, behavior characteristics, and interesting facts. I will tell the students that when they find information, they have to use the important parts and put it in their own words. I will model that for them with the information that I find about squirrels.

**Guided Practice/Monitoring:** I will give the students their research and they will begin researching and recording their information.

* Input –I will walk around the room so that I can assist the student if they need help with finding the correct information.
* Modeling-I will locate the necessary information and record it in my own words on my sample research sheet.
* Check for understanding- I will check on the students to make sure they locating the information on their own and summarize their information on their sheet.

**Closure (Reflect Anticipatory Set):** I will ask the students to tell the class everything they were supposed to record on their research sheet. I will tell them that in their next lesson, they will work in groups to use the information they gathered to create a glob.

**Assessment Based on Objectives:** **−** The students will be able to research, summarize, and record information about a mammal using a kid-friendly search engine with 80% accuracy.

**Adaptations (For Students With Special Needs):** Students with Special Needs will have the opportunity to have more time to complete this activity and I will sit with them to ensure that they understand what they are supposed to do. I will also help them to type information if needed.

**Extensions (For Advanced Students):** I will tell students that need to be challenged to use all three websites to research, summarize, and record information about their mammal.

**Possible Connections to Other Subjects:** This lesson could lead into reading comprehension and writing.

**Reflection:** I think overall this is a very good lesson. The students learn to research, summarize, and record information. In the future, the students can use the skill of summarizing when working on other activities.

**Lesson Plan Title: Mammals Glogster**

**Concept/Topic to Teach: Mammals Glogster**

**Standards Addressed:** Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information. [SL.6.5]

**Specific Objectives:** The students will be able to work in groups and use their research about a mammal to create a glogster page.

**Required Materials:** Sample glogster page, smart board, computers in lab, research page

**Anticipatory Set (Lead-In):** I will show the students a glog that I had made previously on adjectives.

**Step-By-Step Procedures for Teaching the Lesson:** I will tell the students that all of the students that researched the same mammal will work in a group together to use their research to create a glog. For example, three students researched polar bears; three students researched dogs, etc. I will explain to the students that they will work together and combine their research. They will some of each student’s research in the glog. I will explain to the students that need to work together and do their part. I will also explain to them the importance of getting along and not wasting time. I will let them know that they will be assessing each other on their group interactions and I will show them the assessment they will later fill out on each other.

They will insert their research into their glog. I will tell them that they need to plan what template they want to use and how they want to arrange their information within the glog. I will use my smart board and projector to create a glog so that they understand how to create one. I will explain to the students how to create graphics, notes, and design background for their glog.

I will tell them to:

* Click “Create my Glog”
* Choose a template and click on it.
* Click on the text box at the top of the screen to create text boxes.
* Click on the graphics box under tools to create graphics on your page (once you create a graphic, textbox, etc. you must click “Use It”.
* Click on video icon and the “chains” symbol to type in a URL of a video you want to use.
* Click on image icon and the “chains” symbol to type in a URL of an image you want to use.
* Click “Save” at any time to save your work. When you are finished, you will click save and “Public”.

I will give them a technology product hand out that explains how to create the glog just in case they need a reminder. I will tell them that they must turn in the URL of their glog to me when they are finished so that I can assess it.

**Guided Practice/Monitoring:** I will help the students create a login username and password. I will give them their research page they completed the day before. They will plan with their group what they want to include on their glogs, what template to use, and how to arrange their information.

* Input –I will walk around the room so that I can help the students plan what to include on the glog and help create it.
* Modeling-I will use my sample glog to show them how to add features to their glog.
* Check for understanding- I will use the formative assessment as I check on the students to make sure they are following the directions of the technology product handout.

**Closure (Reflect Anticipatory Set):** I will ask the students to explain to the class how they created their glogster and share their glogster with the class if they are finished creating it (it may take another day or 2 to complete it).

**Assessment Based on Objectives:** **−** The students will be able to work in groups and use their research about a mammal to create a glog page with 80% accuracy.

**Adaptations (For Students With Special Needs):** Students with Special Needs will have the opportunity to have more time to complete this activity and I will sit with them to ensure that they understand what they are supposed to do. I will make sure they are grouped with students that are advanced and can assist them if they need it as well.

**Extensions (For Advanced Students):** I will tell students that need to be challenged to create additional graphics on their group’s glogster.

**Possible Connections to Other Subjects:** This lesson could lead into all subjects as students can now create a glog about any subject.

**Reflection:** I think this lesson gave the students a chance to display their creativity. The students learn how to create a glog on their own so this should give them a feeling of ownership.

[http://juneb22.edu.glogster.com/panda-bears/](http://juneb22.edu.glogster.com/panda-bears/%20)  This is how it should look.